

VERU Education Lesson Plan

Gangs Lesson 1



School Lesson Plan	Subject: Gangs Lesson 1 (1 hour)	Day / Date
Year group: differentiate	Class Name	Ability grouping
Key Language: <i>Gang, coercion, identity, peer influence, grooming</i>	No on Roll: Smaller groups advised	Teacher:
Lesson 1 - How it can start...		

<p><u>Outline of work to be completed in coming lessons</u></p>	<p>Introduction on the lessons they will be following over the coming weeks Ground Rules - to be clearly displayed on white board and read and agreed by pupils so that they understand the importance of respecting these rules.</p>
<p><u>Lesson objectives</u> What progress should pupils make?</p> <p>What should they learn - knowledge and skills?</p>	<p>We are learning:</p> <ul style="list-style-type: none"> • about the qualities of healthy and unhealthy social groups • about the factors which contribute to a young person deciding to join or not join a gang <ul style="list-style-type: none"> • I can differentiate between the features of healthy friendships and those associated with gang membership • I can explain why the need to belong is important for young people and its significance in influencing behaviour and attitudes • I can explain why some young people may want to join a gang but most others do not
<p><u>Lesson Plan.</u> Include:</p> <p>variety of tasks; reinforcement. group, paired, whole class activities.</p>	<p>Admin (approx. 5 minutes)</p> <ul style="list-style-type: none"> • Settle group with ground rules on display. Horseshoe chair arrangement - no desks. • Register • Coats and hoodies off (physical barriers to discussion removed, gum may stay for stress relief) • <p>Introduction to discussion topic teacher led discussion around the vocabulary used and what it means (approx. 10 minutes) Save this information at the end of the lesson (photograph)</p> <ul style="list-style-type: none"> • What do these words mean, can we think of examples in the media today? Teacher to use Spidergram on whiteboard to record pupil feedback to questioning. <p>Activity one - What does somebody in a gang look like, where do they go, what words do they use, how do they use their time in the day and evenings. (approx. 10 minutes)</p> <p>Ask the students to draw a picture (using A1 sheet of paper and pens supplied - retain drawings for future use) of someone who is about their age, who goes to school in a similar area to them and is a member of a gang. Ask them to write beside the picture:</p> <ul style="list-style-type: none"> ✓ why they joined the gang ✓ why they stay in the gang and what it's like to be a gang member



	<ul style="list-style-type: none"> ✓ what they think the risks of their gang membership might be, to the person and to others ✓ the kinds of activities they get involved in ✓ where this person could go to for help if they needed it <p>Activity two - Class discussion about their gang members (approx. 10 minutes)</p> <ul style="list-style-type: none"> ✓ how many pupils drew a girl gang member, why/why not? ✓ how do girls and boys behave differently in gangs - if at all? ✓ what relationships do these children have with their families and other adults? ✓ what would they be doing if they were not in a gang? ✓ where this person could go to for help if they needed it - teacher to provide ideas and information to support this (outside of speaking to teachers) <p>Activity three - Read Lesson 1 Resource 1 (Ask members of the class to read aloud to the rest of the class) Where has the Key Language been used?</p> <p>Ask students to work in pairs to come up with two example scenarios for each statement (approx. 10 minutes); one an illustration of a healthy, respectful friendship and the other, something which crosses the line and shows a person as being in an unhealthy relationship due to pressure, negative influence and/or gang culture.</p> <ul style="list-style-type: none"> ✓ When does banter become bullying? ✓ What is the difference between a 'fun' dare and one which goes too far? [This suggests there is such a thing as a 'fun' dare which students may disagree with.] ✓ When is it a good idea for someone to go along with their friends and when should they draw the line? ✓ How do you recognise when somebody has put you in a situation where it is difficult for you to walk away? <p>Activity four - Class discussion about their example scenarios - ask students to read them aloud to the class (approx. 10 minutes); one an illustration of a healthy, respectful friendship and the other, something which crosses the line and shows a person as being in an unhealthy relationship due to pressure, negative influence and/or gang culture.</p> <p>Make two columns on the white board, one headed 'healthy relationship' and one 'unhealthy relationship' what common language and themes have they used for each scenario</p> <ul style="list-style-type: none"> ✓ How do you recognise that Zach's group of friends are a gang? ✓ How is Alishah being used by the gang? ✓ Is there such as thing as a fun dare, why would somebody who wanted you to join a gang do this? ✓ How do you deal with losing friendship with someone because they want to get into stuff you don't want to? <p>Activity five - Read Lesson 1 Resource 2 and explain set them up to continue the story in the next lesson. Where has the Key Language been used? (approx. 5 minutes)</p>
<p>Key Considerations:</p>	<p>Teachers should have read the provided information and relevant links to develop their subject knowledge.</p>
<p>Resources needed:</p>	<ol style="list-style-type: none"> 1. A1 sheets of paper and pens 2. Lesson 1 Resource 1 & 2 print outs - one between two 3. Links to help and advice resources 4. Timer

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	<ol style="list-style-type: none">5. PC and overhead projector6. Local and national services - information provided separately
<u>Learning Support and other pupil info</u>	All the tasks can be completed in pairs if necessary. EAL students can be paired with students who are more fluent in English, less able students to be provided with Key Language card and scenario sentence starters and scaffolding for their written work.



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Resource 1: How it might start...



Part 1

Jay and Mo have been friends since year 6 and hang out together all the time. They aren't quite part of the 'in crowd' but they are well liked and don't get any trouble from anyone at school.

It's spring term and a new girl - Alishah - comes over and starts chatting to Jay and Mo. They all get along really well and she invites them along to her friend Zach's hangout. Mo isn't sure it's a good idea as Zach is a few years older and well known as quite a threatening character who lives in a no-go part of town. Zach has recently posted some music videos which the whole school have watched, Jay thinks it will be impressive if they meet Zach. Jay also really fancies Alishah so he persuades Mo to go anyway.

Once they get there, Mo feels quite uncomfortable. There seems to be a lot of people who are a little older than them and smoking, plus some of the group are showing each other knives and using some slang he doesn't understand. Mo and Jay are offered beers and smokes - Mo takes a beer but decides not to smoke. Jay takes both and spends hours trying really hard to impress Alishah and Zach. When the group dare him to run across the road as a truck is approaching, Jay goes for it as he thinks he will have a better chance of being accepted by Ariana, Zach and their group if he does that kind of thing. The whole group laughed and told Jay he was really funny and as he left, Zach called him Racer which seemed to catch on.

Mo is worried that Jay is trying so hard to be liked by this group, particularly when they seem more like a gang than a group of mates.

Mo decides to say something to Jay on the way home: "Are you trying to get yourself killed? Just to impress a girl and a group of people you met a couple of hours before?"

Jay just responds: "You really need to relax. You're just jealous I'm getting noticed by Alishah when you haven't got the balls to step it up when it matters!"

Mo is offended by this: "That's not it at all, and you know it."

Jay explains: "Look, Mo... It just feels good to be noticed for a change, we don't do anything interesting do we?"

Part 2

Alishah and Zach are talking after they've gone. Alishah is a little scared of Zach as she flinches when he grabs her arm. Alishah sometimes wishes she'd resisted the pressure to join up with Zach and his group originally. But back then she felt like she needed protection, because she didn't have many friends and was being bullied by a couple of older girls in her school.

Zach tells Ariana: "Make sure Jay sees the benefits of hanging with us...And try again with Mo."

She catches Mo on his own at school and puts pressure on him to behave more like Jay. Whilst it makes Mo feel a bit awkward, he makes sure she knows he is not interested and walks away.



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